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ABSTRACT

The administrator manual describes a program model for delivery of services, within the concept of mainstreaming, to secondary students who are mild to moderate behaviorally disordered. Four sections cover the following project components (subsection topics are in parentheses): introductory information (goal, philosophy, and use of the guide); project overview (statement of need, history, and evaluation); program selection-management considerations (project components and resources); and local application of the program (needs identification; design, implementation, and monitoring; and evaluation). The bulk of the document consists of a glossary and appendixes on the definition of mainstreaming, a project overview, and project resources. (SBH)

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ADMINISTRATOR MANUAL

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RECOGNIZE

RESPOND

REINFORCE

PILOT MODELS FOR MAINSTREAMING SECONDARY STUDENTS WHO ARE MILD TO MODERATE BEHAVIORALLY DISORDERED

EC110725

ESEA Title III

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INTRODUCTION

GOAL
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INTRODUCTION

GOAL

The goal of Project: RECOGNIZE, RESPOND, AND REINFORCE has been to develop a program model for delivery of services, within the concept of mainstreaming, to secondary youngsters who are mild to moderate behaviorally disordered.

PHILOSOPHY

This project is designed to support the philosophy of mainstreaming (Appendix A). Within the project four elements are considered basic to the concept...

...One of the most important functions of the school is to provide the best possible educational opportunity for each student.

...The mainstreaming teacher is the most influential person in providing this educational opportunity.

...The mainstreaming teacher needs the support of supplementary services.

...Appropriate supplementary services must be available to provide the needed support to mainstreaming teachers.

USE OF THE GUIDE

This guide is intended to provide:

1. An opportunity for school administrators to become aware of the techniques and materials for program selection and management that are available to them through the project.

2. Guidelines to assist each administrator in the selection, based upon local needs, of appropriate project developed components.

3. An opportunity for each administrator to design a plan for implementation and management to meet these locally identified needs.

PROJECT OVERVIEW

STATEMENT OF NEED
HISTORY
EVALUATION

PROJECT OVERVIEW

STATEMENT OF NEED

This project is the result of assessment of needs conducted by the LEA, Educational Service Unit 10, during 1973-74 (Appendix B-1).

HISTORY

At the time of this writing, June, 1976, the project is completing the second year. During the first project year the program was developmental with emphasis on refinement during the second project year. The third project year is viewed as one of program dissemination and readiness for validation procedures (Appendix B-2).

STUDENTS SERVED

The project is designed to serve secondary students, especially those assigned to grades 7-9, who are identified as being mild to moderate behaviorally disordered. Behaviorally disordered is defined as the student who by his behavior, attitude, or personal adjustment, is not functioning in an effective or productive manner in the school setting. However this is manifested, it is apparent that the student is selecting inappropriate methods of coping with his problems, either in realizing the self-actualization process for himself or for others. Mild to moderate applied to the student who should be able to function successfully within the regular classroom setting with educational planning to meet personal needs and interests.

SYSTEM

Each potential project student is referred into the program through the completion by the classroom (mainstreaming) teacher of the project developed screening instrument (PSI). This is a behavior checklist of twenty-four items that have been placed, through factor analysis, into six clusters. These clusters represent:

I. Socialization
II. Anxiety
III. Relation to Authority
IV. Activity Level
V. Negative Acting Out
VI. Reaction to School.

The complete screening procedure includes (in sequence):

Teacher Referral (Behavior Checklist)
Attitude Toward School Scale
Self Concept as a Learner Scale
Wide Range Achievement Test
Student Profile
Committee Decision
Parent Consent for Psychological (if appropriate)
Referral for Psychological (if appropriate)

Following the psychological evaluations, a committee decision for program placement is made with parent permission for program placement required for all participating students. Each project student has an individual program based upon needs and interests developed for him. This program consists of a long-range plan, including exit procedures and a projected time, an educational plan written for monitoring on a quarterly basis, and daily scripts. Project designed forms are used for each of these.

STAFF, FACILITIES, AND MATERIALS REQUIRED

It is the purpose of this project to further develop, through inservice of project designed and adapted resources, present staffs and to encourage more effective utilization of existing facilities; therefore, in most adoptions/adaptions only limited addition of staff and facilities will be required. Motivation and high interest materials are emphasized in student programming indicating a possible need for addition of materials of this type within some adopting districts.

EVALUATION

Evaluation has been according to ESEA Title III guidelines. (Appendix B-3).

PROGRAM SELECTION–MANAGEMENT CONSIDERATIONS

PROJECT COMPONENTS
PROJECT RESOURCES

PROGRAM SELECTION-MANAGEMENT CONSIDERATIONS

PROJECT COMPONENTS

Within the Program Model three components have become operational and are available for dissemination. These are:

--A Model Student Outcome Component
--A Model Staff Development Component
--A Model Program Selection-Management Component.

The Model Student Outcome Component contains student screening, diagnosis, programming, on-going observation and assessment, monitoring, exit, and follow-through procedures, including techniques and materials. Parent involvement procedures are available for use with this component.

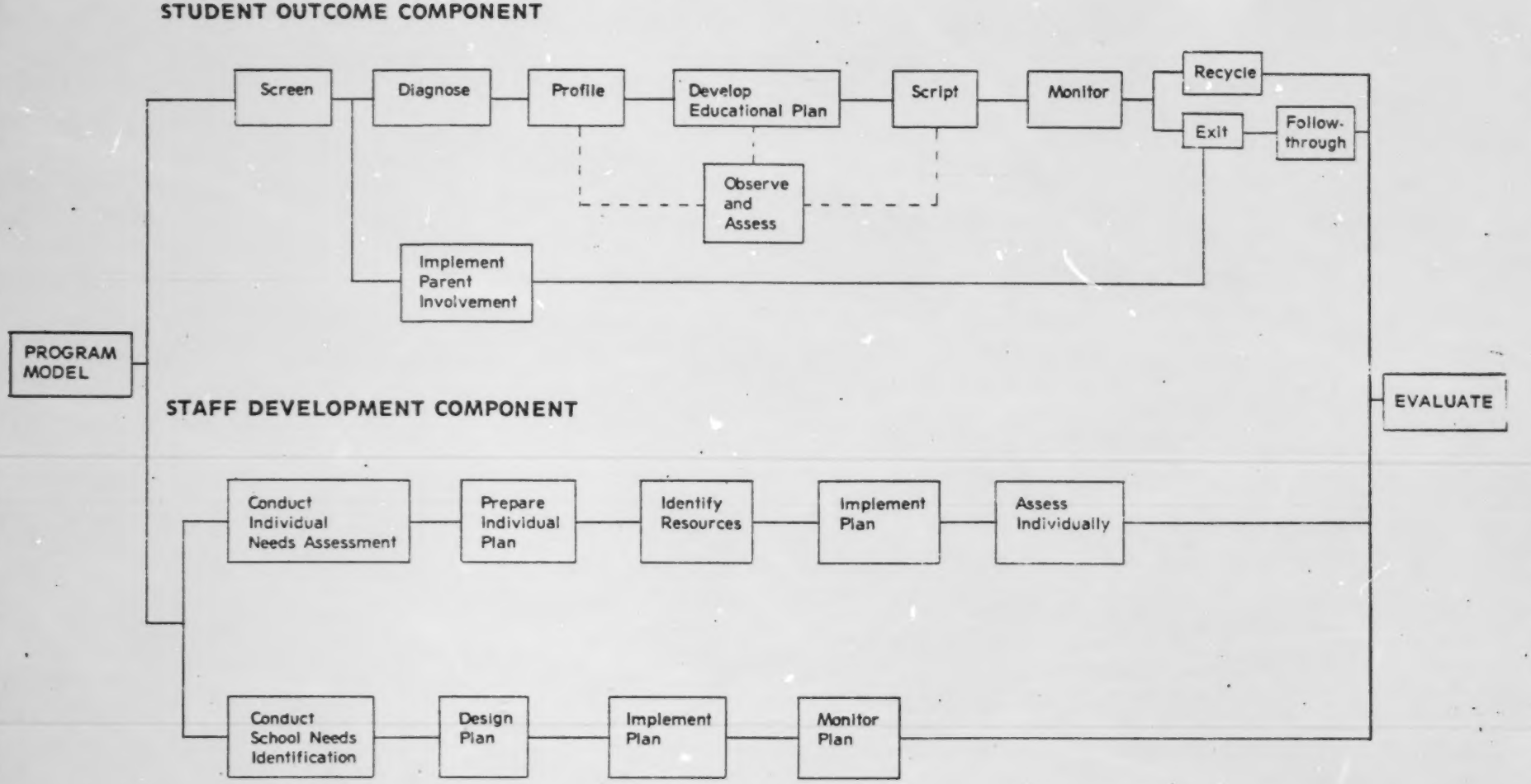
The Model Staff Development Component provides for the selection, management, and assessment of individualized in-service programs based upon the personal needs of each staff member.

The Model Program Selection-Management Component includes examples for the selection, development, and evaluation, based upon local school district needs, of project resources.

The system for each component and the relationship of the components are shown in the Program Model schematic in Diagram 1.

DIAGRAM 1

PROGRAM MODEL SCHEMATIC



PROJECT RESOURCES

Project developed or selected resources are listed in Table I. Each of these is available for dissemination through:

1. The Administrator Manual
2. The Resource Teacher Manual
3. The Mainstreaming Teacher Manual
4. A Materials Center
5. An Observation Assessment Bank
6. Supplementary Materials.

Each of the three manuals is intended to serve as an in-service guide and a resource to appropriate staff members. The materials center serves as a model containing both commercial and teacher-made examples. The purpose of the observation-assessment bank is to provide easily accessible techniques and instruments for continuous assessment of student progress by resource teachers and mainstreaming teachers. The supplementary materials make resources more readily attainable and develop selected ones into more detail. The resources are categorized to agree with the project components in Diagram 1. This manual contains examples of the following resources:

--- Staff Development Component
- A Model
- Staff Categories
- Resource Teacher Status
- Delivery System
- Staffing Patterns
- In-service Needs: Based Upon Project Resources
- Recommended Priorities
- Recommended Design
  - Participating Staff
  - Schedule
  - Cost
  - Monitoring Procedures
  - Evaluation Procedures
  - (Appendix C).

--- Program Selection-Management Component
- Needs Identification
- Design, Implementation, and Monitoring
- Evaluation
- (Appendix D).

Other Project resources are available as indicated in Table 1.

TABLE 1
LOCATION
OF
PROJECT RESOURCES

		STUDENT OUTCOME COMPONENT											STAFF DEVELOPMENT COMPONENT								PROGRAM SELECTION-MANAGEMENT COMPONENT		
		Referral Model	Diagnostic Model	Programming Model (1) Profile—Educational Plan—Script	On-going Observation—Assessment Techniques	Parent Involvement Procedures	Teaching Strategies	Teaching Techniques	Instructional Materials	Monitoring Model	Exit Model	Follow-through Procedures	A Model	Staff Categories	Resource Teacher Status	Delivery System	Staffing Patterns	Inservice Needs	Recommended Priorities	Recommended Design Participating Staff Schedule Cost Monitoring Procedures Evaluation Procedures	Needs Identification	Design Implementation Monitoring	Evaluation
I.	Administrator Manual												X	X	X	X	X	X	X	X	X	X	X
II.	Resource Teacher Manual	X	X	X	X	X	X	X	X	X	X	X											
III.	Mainstreaming Teacher Manual	X	X	X	X	X	X	X	X	X	X	X											
IV.	Materials Center								X														
V.	Observation-Assessment Bank				X																		
VI.	Supplementary Materials	X		X		X	X	X															

(1) STUDENT VARIABLES: BEHAVIORAL, ATTITUDINAL AND ACADEMIC

LOCAL APPLICATION PROGRAM

NEEDS IDENTIFICATION
DESIGN, IMPLEMENTATION AND
MONITORING
EVALUATION

LOCAL APPLICATION OF PROGRAM

NEEDS IDENTIFICATION
DESIGN
IMPLEMENTATION
MONITORING

Local Application provides an opportunity for workshop participants to develop a local model indicating:

1. Needs Identification
2. Initial Design
3. Initial Implementation Procedures (Including Program Management Designate)
4. Initial Monitoring Strategies
5. Initial Evaluation Strategies.

It is intended that tactics for developing the initial design, implementation, monitoring, and evaluation be cooperatively agreed upon by local program management and project facilitator, director, and project evaluator. These tactics will be based upon appropriate project components and developed through product and process objectives.

Also contained within the Local Application is a Letter of Intent to be completed at this time by workshop participants. Each letter serves two purposes. These are:

1. To provide local district commitment
2. To designate local program management.

Following each Letter of Intent is a workshop evaluation form, also to be completed.

TABLE 2
LOCAL APPLICATION
NEEDS IDENTIFICATION, DESIGN, AND IMPLEMENTATION

STUDENT POPULATION		STAFFING PATTERN							FACILITIES		EQUIPMENT		MATERIALS		ESTIMATED COST		
ENROLLMENT	ESTIMATED PROJECT ELIGIBLE	STAFF CATEGORY	HAVE		NEED		PROGRAM MANAGEMENT DESIGNATE	STAFF DEVELOPMENT	HAVE	NEED	HAVE	NEED	HAVE	NEED	START-UP	MAINTENANCE	PER PUPIL
			FULL	PART (Equivalency)	FULL	PART (Equivalency)											
		REGULAR															
		Mainstreaming Teacher															
		Superintendent of School															
		Building Level Administrator															
		SUPPORT															
		Itinerant Resource Teacher (Noncategorical)															
		Resource Room-Resource Teacher (Noncategorical)															
		Itinerant Resource Teacher (Behaviorally Disordered)															
		Resource Room-Resource Teacher (Behaviorally Disordered)															
		School Counselor															
		Special Education Director															
		Educational Psychologist															
		Speech Pathologist															
		School Health Services															
		Teaching Aide															
		Community Resources															
		Others - as needed															

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ESTIMATED COST
RECOGNIZE, RESPOND, REINFORCE--ADOPTION

Expenditure Account No.--Overall							
Expense Class	Name and Title Purpose or Item	Project Time		Salary, Rent or Unit		Per Pupil[1]	
		Full	Part	Start-up	Maintenance per annum	Start-up	Maintenance per annum
Salaries-Professional	Administrator-Local Management Resource Teacher						
Salaries-Non-Professional	Secretarial						
Contracted Services	Psychologist						
Fixed Charges							
Facilities Remodeling New							
Travel	Local Management Psychologist						
Equipment							
In-service							
Materials Curriculum Supplies							
Total Amount							

[1] Based upon 2.00% of student population to be served.

RECOGNIZE, RESPOND, AND REINFORCE

LETTER OF INTENT

I. INTENT (Check one):

☐ A. *We are interested in participating in the dissemination opportunities provided within the reviewed project.*

☐ B. *We are not interested in participating at this time but may be at a future date. This being the case, we will contact the project facilitator.*

☐ C. *We are not interested in participating in dissemination opportunities provided within the reported project.*

II. PROGRAM MANAGEMENT (Complete if A. above is checked):

Designate _____

Position _____

School _____

Address _____

Phone _____

Completed by:

_____
Name

_____
Position

_____
School District

_____
Date

RECOGNIZE, RESPOND, AND REINFORCE

EVALUATION
ADMINISTRATOR WORKSHOP

1. This workshop has been (check one):

Highly Beneficial	Beneficial	Somewhat Beneficial	Limited in Benefits	Waste of Time
———	———	———	———	———

Reason for Rating (Briefly explain reason for above rating):

2. This workshop is appropriate for future in-service of administrators (check one):

☐ yes Comments:

☐ no

3. List specific recommendations for change:

_____
Workshop Location

_____
Date

GLOSSARY

DEFINITION OF TERMS

APPENDIX

GLOSSARY

DEFINITION OF TERMS AS USED WITHIN THE PROJECT

Academic Variables -- the cognitive areas, reading, spelling, and math, considered within the project.

Assessment or Educational Assessment -- that process of continuous on-going monitoring by observation and/or evaluation by mainstreaming and resource teachers.

Attitudinal Variables -- self-concept and attitude toward school.

Behavioral Variables -- the six characteristics identified by the project developed teacher referral:

1. Socialization
2. Anxiety
3. Authority Relation
4. Activity Level
5. Negative Acting Out
6. Reaction to School.

Behaviorally Disordered -- the student who by his behavior, attitude, or personal adjustment, is not functioning in an effective or productive manner in the school setting. However this is manifested, it is apparent that the student is selecting inappropriate methods of coping with his problems, either in realizing the self-actualization process for himself or for others.

Component -- a section of the overall program model.

Diagnosis -- the in-depth psychological evaluation used for student placement.

Educational Plan -- the long-range student program (three months) recommending appropriate teaching techniques based upon student variables: behavioral, attitudinal, and academic.

Evaluation -- over-all assessment with conclusions and recomendations.

In-service -- that part of staff development that deals with development of skills.

Itinerant Resource Teacher -- one who is assigned more than one school or district and who traditionally works in a support capacity developing student profiles, educational plans, and scripts with mainstreaming teachers rather than working directly with students.

Mainstreaming -- see Appendix A: A Descriptive Definition.

Mainstreaming Teacher -- the regular classroom teacher who has assigned all or part of the educational responsibility of youngsters with special needs.

Mild to Moderate -- applies to the student who should be able to function successfully within the regular classroom setting with educational planning to meet personal needs and to develop interests.

Model -- an example.

Monitoring -- the process of assessing the maintenance of schedule and objectives.

Project Resources -- those items that have been developed, adapted, or adopted, and are available for dissemination.

Resource Room-Resource Teacher -- one who has students assigned directly for a brief period, either of each day or systematically.

Screening -- initial identification of project student.

Script or Prescription -- the day-by-day (resource room teacher) or weekly (itinerant teacher) monitoring device within the educational plan.

Staff Development -- the process of personnel management including personalized assessment of needs and interests, in-service, monitoring, and evaluation.

Strategies -- broad, descriptive approaches.

Student Educational Profile -- the charting of needs and growth based upon variables.

Student Variables -- characteristics: behavioral, attitudinal, and academic.

Teaching Techniques -- in-depth approaches used to implement educational plans.

A

KEY ELEMENTS OF MAINSTREAMING
A DESCRIPTIVE DEFINITION

A

KEY ELEMENTS OF MAINSTREAMING
A DESCRIPTIVE DEFINITION

These descriptive elements are based upon those recommended by state directors of special education within the United States and adapted here to more specifically apply to this project. The elements are numbered for reference, not as an attempt to rank. Further, the list is intended to serve as a guide, not to be considered as final either in content or utilization.

DESCRIPTIVE ELEMENTS:

1. Mainstreaming refers to assigning youngsters with special academic and/or other needs into regular classes and providing highly personalized educational programs for these youngsters.

2. The mainstreaming teacher broadens and adapts instructional procedures and content to incorporate all students into regular programs at levels manageable for each student and teacher.

3. The mainstreaming teacher is a member of an educational team, serving as key facilitator in developing and implementing educational programs.

4. Mainstreaming teachers and other members of the educational team, especially resource teachers, cooperatively develop and maintain individual schedules and educational plans.

5. Mainstreaming may be done at any level, preschool through secondary (within this project, piloting has been at the secondary level because of identified need for models at that level).

6. Within the concept of mainstreaming, identified students report to the mainstreaming teacher. In conventionally organized schools or in open schools, students who are being mainstreamed spend half or more of their time in regular classes.

7. In the resource room-resource teacher model, the resource teacher has a headquarters to which students may come for periods of time from the mainstream room to which they are assigned.

8. Mainstreamed students placed into the resource room-resource teacher model leave the mainstreaming room only for essential supportive small group or personal instruction or for educational assessments.

9. Within the itinerant resource teacher model, the resource teacher traditionally serves in a supportive capacity, cooperatively developing the educational plan with the mainstreaming teacher who implements the plan with the student. The itinerant teacher may demonstrate teaching techniques when this would appear to facilitate the educational process.

10. In the itinerant resource teacher model, the resource teacher should have a work area assigned that is suitable for conducting student assessments, holding conferences, and preparing educational plans and materials.

11. Mainstreaming teachers are responsible for grades and reporting of students; however, they may and probably should consult with resource teachers.

12. When appropriate the resource teacher may serve as a member of the team in the open space concept.

13. Resource teachers may support mainstreaming teachers by providing educational assessments and instructional consultation for students who are not eligible for special education in the usual sense.

14. Mainstreaming implies the following operational principle: special students usually begin their education in regular kindergarten or first grade groups with special support, and are removed to special schools only when the necessity to do so is shown, and then only for the periods required to prepare the students to return to regular classes.

15. Criteria for selection of students for mainstreaming are in terms of matching the needs of the student with the capability of the mainstream program to meet these needs.

16. The concept of mainstreaming has a place in the spectrum of plans for organizing instruction, space, and facilities to accommodate the needs of special students.[1]

[1] Some elements adapted from Birch, Jack W., Mainstreaming Educable Mentally Retarded Children in Regular Classes, Publication of Leadership Training Institute/Special Education, University of Minnesota.

B

PROJECT OVERVIEW

B-1 STATEMENT OF NEED

B-2 HISTORY

B-3 EVALUATION

B-1

NEEDS ASSESSMENT

The apparent need for programs within the LEA area for youngsters who are behaviorally disordered is based upon the following:

1. A long-term attempt to identify areas of need with school districts being serviced by ESU 10 through regular meetings of ESU 10 staff and local school district staffs.

2. The results of surveys designed to identify needs.

3. The results of LB 403 Cooperative Needs Assessment conducted in 1973-74. Pertinent data has been gained from categorical identification of handicapped youngsters and recommended programs of identified youngsters.

4. Random sample of administrators ranking needs in the area of handicapped youngsters.

Returns from questionnaires disseminated to school districts within the ESU 10 area indicate 4.87 percent of all elementary school children within the reporting school districts being identified behaviorally disordered. On the secondary level 4.48 percent of the school population was identified as behaviorally disordered. This indicates a composite mean of elementary and secondary of 4.67 percent. When this is compared with the national prevalence rate of emotionally disturbed youngsters as indicated by Dr. Lloyd E. Frohreich in reporting the "Costing Programs for Exceptional Children: Dimensions and Indices" in the April, 1973, Exceptional Children, it becomes apparent that the LEA identified student population is approximately twice as high as the national prevalence figure.

TABLE 1
COMPARISON OF NATIONAL PREVALENCE RATE
WITH LEA IDENTIFIED YOUNGSTERS
WITH BEHAVIORAL DISORDERS

National Prevalance Rate (%)	LEA Identified Youngsters		
	Elementary (%)	Secondary (%)	Composite Mean (%)
2.00	4.87	4.48	4.67

Perhaps even more significant than the mean composite is the wide range of percentages of behaviorally disordered youngsters who are reported as being identified by individual school districts. The range on the elementary level is from a low of .02 percent to a high of 15.00 percent. A comparison of the reported low of .02 percent with the national prevalence of 2.00 percent indicates a discrepancy of 1.98 percent. A comparison of the reported high of 15.00 percent with the national prevalence of 2.00 percent indicates a discrepancy of 13.00 percent.

The range on the secondary level is from a low of .04 percent to a high of 12.50 percent. A comparison of the reported low of .04 percent with the national prevalence of 2.00 percent indicates a discrepancy of 1.96 percent. A comparison of the reported high of 12.50 percent with the national prevalence of 2.00 percent indicates a discrepancy of 10.50 percent.

Although it is possible that this wide range of .02 percent to 15.00 percent on the elementary level and .02 percent to 12.50 percent on the secondary level is accurate, it is highly doubtful that these statistics represent a correct identification of youngsters in the LEA who are behaviorally disordered.

Table 2 provides reporting districts and estimated percentages.

TABLE 2
SCHOOL POPULATION ESTIMATED TO BE HAVING DIFFICULTY
IN THEIR EMOTIONAL ADJUSTMENT TO SCHOOL

School Districts	Identified Youngsters with Behavioral Disorders		Estimated Percentage	
	YES	NO	ELEMENTARY	SECONDARY
A	x		5.00	Incomplete
B	x		2.50	2.50
C	x		3.00	2.00
D	x		2.00	2.00
E	x		11.00	11.00
F	x		.50	.50
G-1	x		1.50	1.50
G-2	x		2.00	N.A.
G-3	x		5.00	N.A.
G-4	x		7.50	N.A.
H	x		Incomplete	Incomplete
I	x		N.A.	12.50
J	x		3.00	2.00
K	x		5.00	3.00
L	x		2.00	3.00
M	x		.02	.04
N	x		1.00	1.00
O	x		3.00	2.00
P	x		10.00	10.00
Q	x		Incomplete	N.A.
R	x		4.00	4.00
S	x		5.00	N.A.
T	x		14.00	8.00
U	x		6.00	4.00
V	x		15.00	8.00
W	x		Incomplete	Incomplete
X	x		4.00	8.00

Reporting school districts indicated the following methods used to identify youngsters:

Method	No. of Responses
Teacher Observation	26
Psychological Evaluations	10
Counseling Staff Referrals	5
Mid-Nebraska Mental Health Center Evaluations	3
Parental Conferences	2
Administrative Observations	2
Medical Opinion	2

These methods of identification appear to have relied very heavily upon teacher observation, perhaps indicating a need for in-service to develop these techniques of observation. Also, guidelines for identification appear to be lacking, indicating another potential need for improved procedures in techniques of screening, diagnosis, and identification.

An additional school, the Youth Development Center, was included in the survey but not in Table 2 as this school services a unique population of young men who have been placed into the Center by court order. As 18 of the presently enrolled 146 students have been placed at YDC from counties serviced by the LEA, statistics indicating percentages of identified behaviorally disordered youngsters seem germane to this proposal. Statistics provided by Dr. Bradley Bigelow, Psychologist, Youth Development Center, indicate that 85 percent of the total population of youngsters presently placed at YDC are there because of behavioral disorders that interfered with their ability to function in their former community. Dr. Bigelow has further indicated that of the 18 boys presently enrolled from schools within the ESU 10 area, 40 percent of these have been placed because of having difficulty in their emotional adjustment to a degree that caused it to interfere with the ability to function in their former community. This percentage of 40 compared with the national prevalence rate of 2.00 would appear to indicate a severe lag in meeting the needs of some junior and senior high school age boys within the LEA area.

Further results of the survey show that of 22 reporting school districts, nine percent indicate that the regular teaching staff, including classroom teachers and support staff, are adequately prepared to meet the needs of students who are having difficulty in their emotional adjustment. Reports further indicate that 91 percent are not adequately prepared to meet these needs.

Reporting districts indicate that 32 percent of building level administrators are adequately equipped to meet the needs of students and faculty. The reporting districts further indicate that 63 percent of building level administrators are not adequately equipped to deal with students and faculty.

Reporting districts indicated a 91 percent need for additional support staff in the form of resource teachers. See Table 3. Reporting schools have made the following recommendations for improving present teaching staff.

Recommendation	No. of Responses
In-service	14
Resource Teachers	9
Time for Individualization	2
Elementary Counselors	2
A Program	1
A Psychologist	1

Reporting schools have made the following recommendations for improving competencies of administrative staff:

Recommendation	No. of Responses
In-service	11
Resource Teachers	3
Additional Referral Services	2
Engineered Classroom for Severely Disturbed	1
A Program	1
Remodeling of Space	1

Reporting schools have made the following recommendations of qualifications of supportive staff (resource teachers):

TABLE 3
EVALUATION OF STAFF TRAINING

Number of Districts Reporting	Preparation of Teaching Staff		Preparation of Administrative Staff			Support Staff (Resource Teachers)		
	Adequate (%)	Inadequate (%)	Adequate (%)	Inadequate (%)	Incomplete (%)	Needed (%)	Adequate (%)	Incomplete (%)
22	9	91	32	63	5	91	5	4

Recommendation	No. of Responses
Special Training in E.D.	8
Ability to Relate to Youngsters	6
Ability to Relate to Parents	5
Ability to Relate to Teachers	5
Experience in Working with E.D.	4
Regular Classroom Experience	4
Behavior Management Techniques	3
Professional Training	3
Counseling Techniques	2
Broad Knowledge of Curriculum	2
Teaching Strategies	1
Educational Testing Skills	1
Ability to Relate to Counselors	1
Skills in Interpreting Evaluations	1

An analysis of this data appears to indicate a need for staff development in the form of in-service for both regular classroom teachers and support staff and for building level administrators. A need for support staff in the form of resource teachers is indicated. Reporting schools indicate the qualification of training and ability to relate both to students and to involved adults as being priority.

Of 22 reporting districts, 27 percent indicated the existence of programs to improve communications with parents of youngsters who are having difficulty in their emotional adjustment and to better equip these parents to understand their youngsters. The reporting districts further indicated that 68 percent did not have an existing program to improve communications with parents and consequently understanding of parents of their youngsters.

In addition, the reporting districts indicated that 81 percent would consider a parent program to be beneficial, 14 percent were inconclusive, and 5 percent indicated that a parent program would not be beneficial.

Based on this evidence, it would appear that a majority of the reporting districts do not have a program to help parents in understanding youngsters who are having difficulty in their emotional adjustment and in providing assistance in developing techniques and skills for working with these youngsters. In addition, a majority of the reporting schools indicate a need for establishing such a program.

TABLE 4
PARENT PROGRAMS

Number of Districts Reporting	Existing			Need		
	Yes	No	Undetermined	Yes	No	Indefinite
22	27	68	5	81	5	14

Of the reporting schools, 36 percent indicated that severely behaviorally disordered youngsters had been identified within their district, 55 percent stated that severely behaviorally disordered had not been identified in their district, and nine percent indicated not certain. It would appear that the majority of the school districts reporting either do not have severely behaviorally disordered students enrolled or that, if existing, these students have not been identified.

TABLE 5
IDENTIFIED SEVERELY BEHAVIORALLY
DISORDERED STUDENTS

Number of Reporting Schools	Identification		
	Yes (%)	No (%)	Uncertain (%)
22	36	55	9

The 1973-74 Cooperative Needs Assessment coordinated by ESU 10 included the following:

School Districts	Class
Amherst	K-12
Arcadia	K-12
Arnold	K-12
Buffalo County	I
Burwell Jr.-Sr. High School	6
Elm Creek	K-12
ESU 10	N.A.
Farnam	K-12
Garfield County	I
Gibbon	K-12
Gothenburg	K-12
Greeley Public	K-12
Greeley County	I
Kearney Public	K-12
Lexington	K-12
Litchfield	K-12
Loup City	K-12
Loup County	I
North Loup-Scotia	K-12
Ord	K-12
Overton	K-12
Pleasanton	K-12
Ravenna	K-12
Sargent	K-12
Shelton	K-12
Sherman County	I
Spalding Public	K-12
Sumner-Eddyville-Miller	K-12
Valley County	I
Wolbach	K-12

The results of the LB 403 Cooperative Needs Assessment indicate that all behaviorally disordered youngsters have been identified and are receiving services. See Table 6.

TABLE 6
CHILDREN RECEIVING SERVICES

Type of Handicapped Served	Number of Children Served						
	0-2 years	3-5 years	6-9 years	10-12 years	13-18 years	19 & over	TOTAL
Mentally Retarded		1	10	8	15	3	37
Educable Mentally Retarded		1	32	63	118	4	218
Learning Disabled	1		85	123	35		244
Emotionally Disturbed		2	31	23	54	1	111
Other Health Impaired	1	3	20	18	33	4	79
Crippled			11	9	13		33
Visually Handicapped		1	17	12	21		51
Deaf-blind					1		1
Deaf	1	3	3				7
Hard of Hearing		2	17	7	15	1	42
Speech Impaired	1	69	312	91	50	2	525
TOTAL	4	82	538	354	355	15	1348

A survey of LEA school districts provided the following list of sources of service:

1. The Nebraska Psychiatric Institute
   Omaha, Nebraska
2. The Hastings State Regional Center
   Hastings, Nebraska
3. The Dawson County Mental Health Center
   Lexington, Nebraska
4. Dr. Warren Bosley
   Grand Island, Nebraska
5. The Mid-Nebraska Mental Health Center
   Grand Island, Nebraska

6. Psychology and Testing Department
   Kearney State College
7. Cozad School for TMR
   Cozad, Nebraska

None of the above, with the possible exception of the Psychology and Testing Department of Kearney State College which is available on a limited basis, is attuned to school programs. The purpose of each of the above, with the exception of the Cozad School, is to provide treatment for the severely behaviorally disordered. The purpose of the Cozad school is to provide services for the trainable mentally retarded. This indicates apparently almost no source of referral or support in educating the mild to moderately behaviorally disordered youngsters identified within the LEA school systems.

Further results of the LB 403 Cooperative Needs Assessment indicate that 127 behaviorally disordered youngsters have been identified and are not receiving services. See Table 7. Of the total identified youngsters, 450, not receiving services, 28 percent of these are designated as youngsters with behavioral disorders.

TABLE 7
CHILDREN IDENTIFIED
NOT RECEIVING SERVICES

Type of Handicapped Served	Number to be Served						
	0-2 years	3-5 years	6-9 years	10-12 years	13-18 years	19 & over	TOTAL
Mentally Retarded			1	1	7	1	10
Educable Mentally Retarded		3	5	8	46	12	74
Learning Disabled		2	43	36	46		127
Emotionally Disturbed		1	10	22	88	6	127
Other Health Impaired	1	2	2	8	9	6	28
Crippled		2	4	1	16	3	26
Visually Handicapped			8	5	11	2	26
Deaf-blind					1		1
Deaf				1			1
Hard of Hearing			1		4		5
Speech Impaired		5	13	2	5		25
TOTAL	1	15	87	84	233	30	450

A comparison of the children identified receiving services and the children identified not receiving services ranks the categories as follows:

Category	Percentage
Deaf-blind	100
Emotionally Disturbed	53
Crippled	44
Learning Disabled	34
Visually Handicapped	34
Other Health Impaired	26
Educable Mentally Retarded	25
Mentally Retarded	21
Deaf	12
Hard of Hearing	11
Speech Impaired	5

It should be noted that although the deaf-blind is highest in percentage not receiving service, only one youngster has been identified in this category. See Table 8.

There are some apparent discrepancies in the statistics reported by school districts in the surveys and in the 403 Cooperative Needs Assessment. It is most evident, however, that there is an extreme need to provide a model delivery system for behaviorally disordered youngsters as described in the Program Model Component of this proposal.

Four districts reporting under the 403 Cooperative Needs Assessment specifically recommended a program for the behaviorally disordered. These districts are:

Cozad Public School
North Loup-Scotia Public School
Ravenna Public School
Sargent Public School

In addition, 20 districts indicated as a program need the establishment of resource rooms. These include:

Amherst Public School
Burwell Public School
Cozad Public School
Elm Creek Public School
Farnam Public School
Gibbon Public School
Gothenburg Public School
Kearney Public School

Lexington Public School
Litchfield Public School
Loup City Public School
North Loup-Scotia Public School
Ord Public School
Overton Public School
Pleasanton Public School
Ravenna Public School
Sargent Public School
Spalding Public School
Sumner-Eddyville-Miller Public School
Wolbach Public School

TABLE 8
COMPARISON OF CHILDREN RECEIVING SERVICES
WITH
CHILDREN IDENTIFIED, NOT RECEIVING SERVICES

Type of Handicap	Total	Children Identified Receiving Services	Children Identified Not Receiving Services	Identified Receiving Services (%)	Identified Not Receiving Services (%)
Mentally Retarded	47	37	10	79	21
Educable Mentally Retarded	292	218	74	75	25
Learning Disabled	371	244	127	66	34
Emotionally Disturbed	238	111	127	47	53
Other Health Impaired	107	79	28	74	26
Crippled	59	33	26	56	44
Visually Handicapped	77	51	26	66	34
Deaf-Blind	2	1	1		100
Deaf	8	7	1	88	12
Hard of Hearing	47	42	5	89	11
Speech Impaired	550	525	25	95	5
TOTAL	1,798	1,348	450	75	25

These recommendations for programs again evidence the significance of the need for delivery model for behaviorally disordered youngsters as proposed in the Program Model Component.

Although private schools participated in the Plan for Education of Handicapped Children and submitted a report to the State Department of Education, they were not included in the LB 403 Cooperative Needs Assessment, statistics provided by Catholic High School of Kearney indicate a similar, if not greater, need for programs for behaviorally disordered youngsters. Indicated identification is as follows:

Grade Level	Number
7th	3
8th	2
9th	5
10th	4
11th	4
12th	2

In a total population of 202 this implies approximately ten percent behaviorally disordered youngsters.

A random sample of administrators ranked the needs for services provided by ESU 10 for handicapped youngsters as follows:

Special Education Service	Rank
Learning Disabilities	I
Emotionally Disturbed	II
Speech Therapy	III
Educable Handicapped	IV
Psychological Services	V
Health Services	VI
Mentally Retarded	VII
Blind and Partially Sighted	VIII
Deaf and Hard of Hearing	IX
Other Physical Handicaps	IX
Orthopedically Handicapped	X

Since ESU 10 has supported a program in Learning Disabilities since 1969, it would appear that this random sample identifies a program for the behaviorally disordered youngster as being the priority program need. The Program Model of this proposal is designed to provide an opportunity for the emergence of a significant model delivery system to provide direct services to behaviorally disordered youngsters.

B-2

HISTORY

The first and second project years, 1974-75 and 1975-76, have been completed at the time of this writing. Major breakthroughs during this developmental period include:

1. The design and development of the mainstreaming teacher referral instrument that serves as the initial Project Screening Instrument (PSI), and as an integral part of the screening battery. This instrument has 95% agreement with the psychological diagnostic battery in recommending student placement.
2. The identification of six behavioral characteristics provided by the factor analysis of the behavioral indicators on the PSI. These characteristics are:
   - Socialization
   - Anxiety
   - Authority Relation
   - Activity Level
   - Negative Acting Out
   - Reaction to School.

   These behavioral variables, along with the attitudinal and academic variables, serve to guide in student programming.
3. The development of a uniform system for student programming featuring:
   - Student Profile
   - Educational Plan
   - Script.
4. The identification of interest and motivation teaching techniques and the further relating of these techniques to student variables for programming.
5. The development of a resource center featuring recommended:
   - Teaching Techniques
   - Teaching Materials
   - Observation-Assessment Techniques
   - Materials
6. The completion of manuals designed for staff development and reference. These are:
   - Administrator
   - Mainstreaming Teacher
   - Resource Teacher.
7. The development of an overall Program Model suitable for dissemination. The further development within this model of three components, Student Outcome, Staff Development, and Program Selection-Management, each suitable for dissemination.

Each of these breakthroughs and additional project activities and schedules are given on the three following timelines.

FIGURE 1
TIME LINE: FIRST PROJECT YEAR
1974-75

JUNE, 1974

Began First Project Year
Designated Pilot Schools-Based upon Needs Assessment
Selected Project Staff

AUGUST

Secured Resource Teacher Facilities
Began Resource Teacher Endorsement Proceedings
Conducted Pilot School Needs Identification
Began Pilot School Inservice
Initiated Dissemination to Create Awareness
Met with Local Advisory Committee
Began Designing Project Manuals:
- Administrator
- Mainstreaming Teacher
- Resource Teacher

Intensified Resource Teacher Project and Endorsement Inservice

JANUARY
FEBRUARY
1975

Began Student Placement
Began Student Programming Relating to Attitudinal and Academic Variables

APRIL

Completed First Student Monitoring
Completed Factor Analysis of Behavior Indicators on Original PSI
Identified Six Behavioral Characteristics
Revised PSI
Renewed Staff Contracts
Identified Teaching Techniques as Related to Behavioral Variables

JULY

Conducted Personalized Staff Development Needs Identification:
- Project Staff

Initiated Staff Inservice
Contracted:
- Evaluator
- Auditor
- Psychologist

SEPTEMBER
OCTOBER
NOVEMBER

Completed First Quarterly Evaluation
Designed Original PSI <Project Screening Instrument)
Developed Referral System
Selected Project Diagnostic Battery for Student Placement
Began Selection of Teaching Techniques and Materials for Resource Center

DECEMBER

Completed Second Quarterly Evaluation
Began Student Screening
Accelerated Pilot School Personalized Inservice
Met with Local Advisory Council

MARCH

Completed Third Quarterly Evaluation
Completed State Advisory Board Evaluation
Prepared Second Year Grant Application
Met with Local Advisory Council

MAY

Completed End Up Year Evaluation
Intensified Work on Manuals and Resource Center
Received Project Approval for Second Year Funding

JUNE

Completed End-of-Year Audit
Continued to Organize and Develop Resources

FIGURE 2
TIME LINE: SECOND PROJECT YEAR
1975-76

JULY

Began Second Project Year
Continued to Organize and Develop Resources

AUGUST

Reactivated all Phases of Program
Re-assessed and Designed
  Refined Personalized
  Staff Development
  Models for All Staff
Designated Project Mainstreaming Facilitors for Student Programming and Manual Pilot-Testing
Contracted:
  Evaluator
  Psychologist
Reactivated Dissemination Activities
Continued Resource Teacher Internship

SEPTEMBER
OCTOBER
NOVEMBER

Completed First Quarterly Evaluations, Second Year
Met with Local Advisory Council
Began Pilot Testing Manuals:
  Mainstreaming Teacher
  Resource Teacher
Continued Development of all Project Resources

DECEMBER

Completed Project Student Monitoring
Designed Exit Procedures

1976
JANUARY

Completed Second Quarterly Evaluation
Completed Resource Teacher Endorsement

FEBRUARY

Completed ESEA Title III Evaluation
Submitted Administrator Manual to Judges- Recommendation Re-write
Implemented Student Profile, Uniform Educational Plan and Script

MARCH

Prepared and Submitted Re-writes for Third Project Year
Completed Third Quarterly Evaluation
Participated in State Advisory Council Evaluation

APRIL
MAY
JUNE

Received Approval for Funding, Third Project Year
Continued to Refine All Manuals and Other Project Resources
Completed Student Profiles, Educational Plans and Scripts for All Project Students

FIGURE 3
TIME LINE: THIRD PROJECT YEAR
1976-77

JULY, 1976

Begin Third Project Year
Organize Dissemination Schedule and Tactics
Organize All Techniques and Materials According to Student Programming Categories
Complete Administrator Manual
Continue to Refine Resource Teacher and Mainstreaming Teacher Manuals
Continue to Refine and Organize All Project Resources
Contract Evaluator

AUGUST

Reactivate All Programs for Third Project Year
Accelerate Inservice Dissemination Utilizing Administrator Manual
Complete Resource Teacher and Mainstreaming Teacher Manuals
Begin Preparations for Validation Procedures

SEPTEMBER
OCTOBER
NOVEMBER

Accelerate Inservice Dissemination Utilizing Resource Teacher and Mainstreaming Teacher Manuals
Complete First Quarterly Report, Second Project Year

DECEMBER

Complete Student Monitoring
Request Validation Consideration

JANUARY, 1977

Implement All Project Activities
Complete Second Quarterly Evaluation
Schedule Validation Proceedings

FEBRUARY
MARCH
APRIL
MAY

Complete Student Monitoring

JUNE

Complete End-of-Year Evaluation
Complete End-of-Third-Project Year

B-3

EVALUATION

The evaluation program used in the project utilized both formative and summative procedures. Specifically,

1. Formative. The total project was originally written in terms of performance objectives. Both product and process objectives were written in a performance format. As performance objectives, each objective included both the measurement procedure and the criterion for adequacy.

On a monthly basis the project director, project staff, and the project evaluator reviewed each objective to establish if the objective was completed, if it was operating as intended, or if the objective was not operating as intended. If the latter held, the procedures associated with the objective were immediately studied to determine if remedial action was needed and, if so, to design the required remediation.

On a quarterly basis direct student assessment was involved as was systematic assessment of other target groups. The results from the direct assessment were compared to the monthly judgements to identify discrepancies and, when so identified, the areas were reviewed to establish what, if any, corrective action was required.

2. Summative. The basic summative student evaluation used a pre-post evaluation model. The variables used covered behavior, attitudes, and achievement. All project students were included.

Since all product level objectives, including student, were originally written as performance objectives, appropriate data and criterion levels were specified in the original grant document so the summative evaluation effort procedures were known as of the time of project commencement, and the end-of-year evaluation was simply a matter of carrying out what was required.

Both formative and summative evaluation results were prepared in written form and copies of all written evaluation results are available in project records.

The evaluation results associated with the project are extensive and there is no need to summarize all results. For clarity in understanding the project effect on students, the student results are briefly summarized.

During the first two project years, students were evaluated across 11 variables. Six of the variables were behavior based, three were achievement variables, and two were attitudinal variables. The six behavioral variables were based on teacher observation, while the other variables were based on direct student assessment.

Project students were evaluated on a pre-post basis. The average time between administrations was six to seven months. Administration was at the time the student entered the program and at the end of the project year.

For the results that follow, the results for the first two project years were combined. The number of cases per variable varied for two reasons. On the six behavioral variables, the only students included were those who entered the program one or more standard deviations below the mean on a given variable. Secondly, some students were not administered a given instrument for various reasons, i.e. absent, student referral, moving, etc.

The results for all 11 variables are summarized in the following table.

As reported in the table, there was a mean gain on all 11 variables, and the gain was statistically significant for nine of the 11 variables. The only variables that were not significant were the two attitudinal variables. The latter results were consistent with expectation in that attitude typically changes relatively slowly, and the project intervention time was only about six to seven months.

STUDENT RESULTS
1974-75 AND 1975-76

	Variable	Score Unit	Maximum Score Possible	N	Pretest $\bar{X}$	Pretest s	Posttest $\bar{X}$	Posttest s	$\bar{X}$ Diff.	t Value
1.	Socialization	Raw	12	47	6.60	1.99	8.66	2.61	2.06	5.49*
2.	Anxiety	Raw	12	47	7.45	2.05	9.17	2.40	1.72	4.51*
3.	Authority Relation	Raw	16	51	10.16	2.96	13.06	2.72	2.90	5.28*
4.	Activity Level	Raw	12	42	5.10	.77	7.79	2.33	2.69	8.18*
5.	Negative Acting Out	Raw	12	43	8.70	2.12	10.81	1.79	2.11	5.54*
6.	Reaction to School	Raw	12	79	7.51	2.37	8.70	2.50	1.19	3.74*
7.	WRAT-Reading	Grade Equiv.	NA	96	7.60	2.55	8.74	2.94	1.14	6.59*
8.	WRAT-Spelling	Grade Equiv.	NA	96	6.23	2.33	6.71	2.46	.48	4.80*
9.	WRAT-Arithmetic	Grade Equiv.	NA	96	5.95	1.77	6.62	2.16	.67	5.15*
10.	Self-Concept As Learner	Raw	20	103	55.84	11.31	58.20	13.61	2.36	1.96
11.	Attitude Toward School	Raw	22	103	67.70	12.41	68.39	15.12	.69	.59

*$P \leq .05$

C

PROJECT RESOURCES
STAFF DEVELOPMENT COMPONENT

C-1 A MODEL

C-2 STAFF CATEGORIES

C-3 RESOURCE TEACHER PATTERNS

C-4 DELIVERY SYSTEMS

C-5 STAFFING PATTERNS

C-6 IN-SERVICE NEEDS

C-7 DESIGN: AN EXAMPLE

C-1

A MODEL

A schematic model for staff development involving the selection and utilization of project resources is provided in Diagram 1 of this appendix. The following process is recommended within this model:

1. Identify Staff Categories
2. Assess Resource Teacher Examples
3. Establish Staffing Pattern
4. Identify In-service Needs: Based Upon Available Project Resources
5. Relate Staff Categories to Needs
6. Establish Priorities
7. Design Plan
8. Implement Plan
9. Monitor Plan
10. Evaluate Plan.

The model further recommends that there may be a need to select what appears to be the most appropriate delivery system at the time of assessment of resource teacher examples. Also the following elements are suggested within the model to be incorporated into the plan design:

1. Participating Staff
2. Schedule
3. Cost
4. Monitoring Procedures
5. Evaluation Procedures.

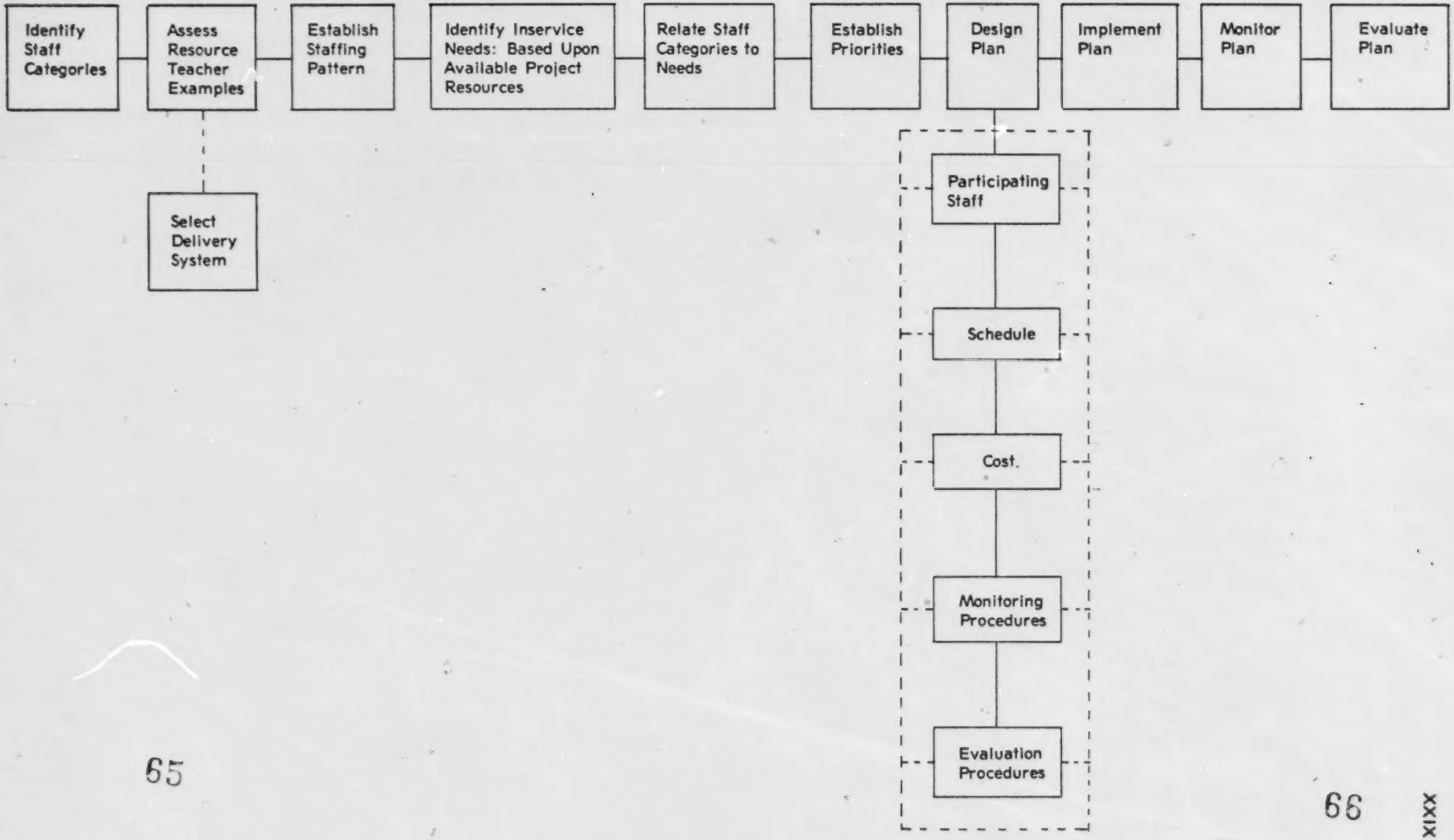
Appendix C-2 through C-6 develops the following:

1. Staff Categories
2. Resource Teacher Examples--as related to project in-service
3. Delivery System Models--with recommended strengths and weaknesses of each
4. Staffing Pattern Examples
5. In-service Recommendations by Staff Category--based upon Student Outcome Component resources.

DIAGRAM 1

STAFF DEVELOPMENT

A MODEL



C-2

STAFF CATEGORIES

Categories of staff considered in developing staffing patterns for mainstreaming include:

Regular Staff
- Mainstreaming Teacher
- Superintendent of Schools
- Building Level Administrator

Support Staff
- Itinerant Resource Teacher (Noncategorical)
- Resource Room-Resource Teacher (Noncategorical)
- Itinerant Resource Teacher (Emotionally Disturbed)
- Resource Room-Resource Teacher (Emotionally Disturbed)
- School Counselor
- Educational Psychologist
- Special Education Administrator
- Speech Pathologist
- School Health Services
- Teaching Aide
- Community Resources
- Others--as needed.

This does not imply that all categories will be within each program or that the presence of all would necessarily be advantageous. Also the representation may change with student population changes.

C-3

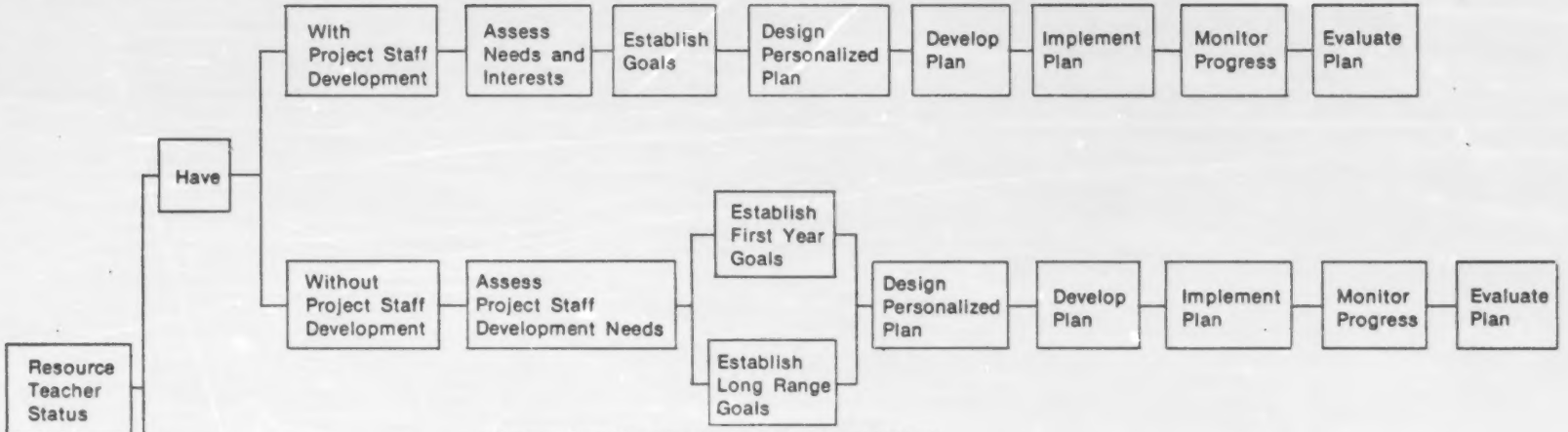
RESOURCE TEACHER PATTERNS

Three existing resource teacher patterns are shown in Diagram 2 of this appendix. These are shown as Pattern 1: those presently having available resource teacher staff, and Pattern II: those presently not having available resource teacher staff. Pattern I further indicates A: resource teachers who have been involved in project staff development, and B: resource teachers who have not been involved in project staff development. The implications for staff development are indicated within each pattern.

DIAGRAM 2

EXISTING RESOURCE TEACHER PATTERNS WITH STAFF DEVELOPMENT IMPLICATIONS

EXISTING PATTERNS



STAFF DEVELOPMENT IMPLICATIONS

STAFF DEVELOPMENT IMPLICATIONS

C-4

DELIVERY SYSTEMS

During the period of program development, two delivery systems have been designed, implemented, compared, and evaluated. These systems have featured:

1. The Itinerant Resource Teacher
2. The Resource Room-Resource Teacher.

Diagram 3 provides a schematic of the process of each system and a comparison of the two processes. Suggested strengths and weaknesses of each system is found in Table 1. These suggestions are based upon evaluation reports and upon observations made by those involved in the program development.

DIAGRAM 3
DELIVERY SYSTEMS

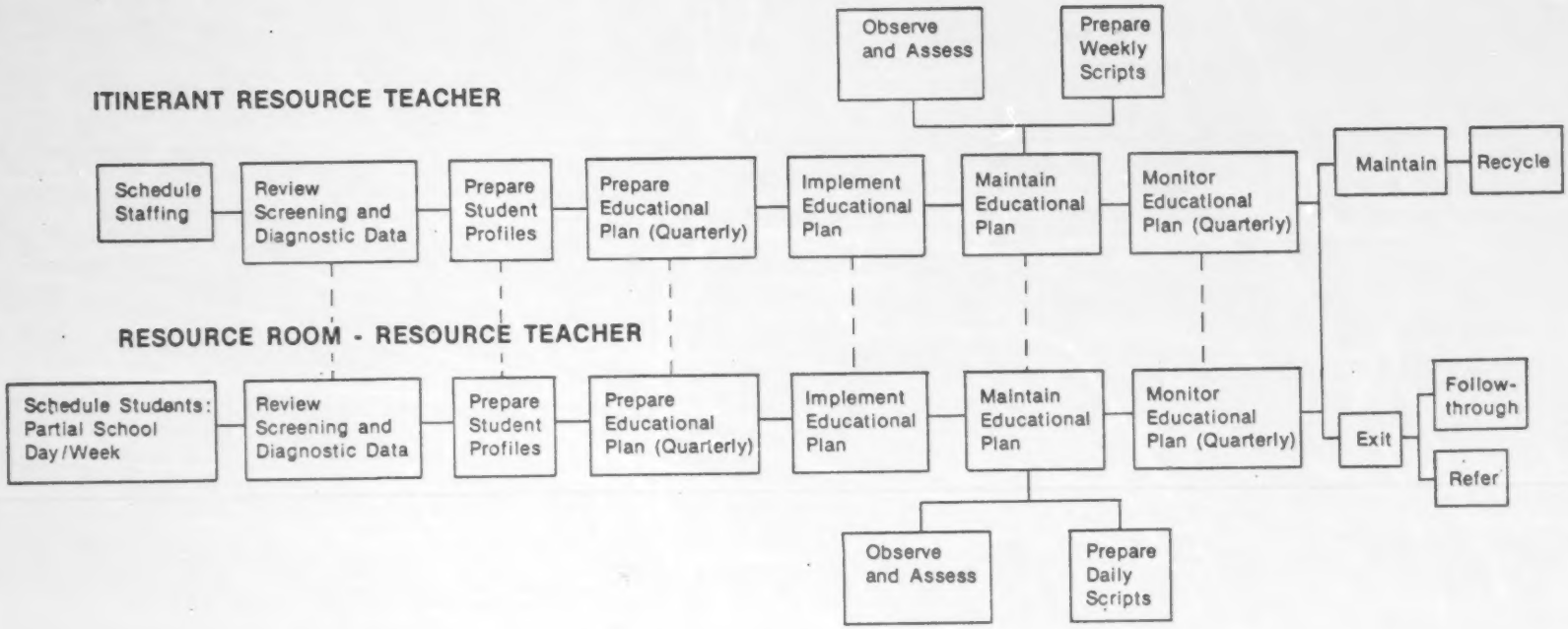


TABLE 1
DELIVERY SYSTEM COMPARISON
MODEL: ITINERANT RESOURCE TEACHER

CHARACTERISTIC	STRENGTH	WEAKNESS
Traditionally not working directly with students.	Does not place student into "pull-out" schedule.	May not know the student as well as desirable. May not have the initial impact of direct intervention. Mainstreaming teachers may not be receptive because of traditional orientation to "pull-out" program. Is limited in programming by competencies of mainstreaming teachers.
Serving basically in a supportive consulting capacity with mainstreaming teacher.	Provides an opportunity for immediate involvement with educational team, especially mainstreaming teachers, in highly personalized staff development in designing student profiles, educational plans, and scripts.	May make excessive demands of time, energy, and programming upon regular school staff. May have difficulty in getting sufficient involvement with the educational team, especially the mainstreaming teachers, in developing and implementing the educational plan.
Travels to more than one building and/or district.	Adapts easily to a cooperative model, especially for districts not needing full-time services. May be able to facilitate more programs.	Amount of travel time may become liability. Possible difficulty in establishing identity within both schools and community.
Has work area assigned that is suitable for conducting student assessments, holding conferences, and preparing educational plans and materials.	Makes provision for environment conducive to organization and productivity.	None noted.

TABLE 1, CONT.
DELIVERY SYSTEM COMPARISON
MODEL: RESOURCE ROOM-RESOURCE TEACHER

CHARACTERISTIC	STRENGTH	WEAKNESS
Works directly with students on a part-time basis.	Directly controls the development and implementation of the student profile, educational plan, and script. Has an opportunity to know the student more personally.	Student is placed into a temporary "pull-out" schedule. Necessitates the extra process of transition involved in programming and scheduling. May not have easy access to become involved with other members of the educational team, especially in developing student profiles, educational plans, and scripts.
Has a headquarters to which students may come for periods of time from the mainstream room to which they are assigned.	Provides pleasant atmosphere for supportive small group activities, personal instructions, or for educational assessment. Provides space and facilities to accomodate the needs of appropriate students.	Gives visual evidence of "pull-out" approach.

C-5

STAFFING PATTERNS

Three examples of staffing patterns follow. In each of these patterns, the project director has been designated to facilitate the dissemination of project information to local school districts. In staffing pattern Model A, local program management has been assigned to the superintendent of schools. In staffing pattern Model B, local program management has been assigned to the director of special education. In staffing pattern Model C, local program management has been assigned to an available resource teacher. Each of the patterns indicates the relationship of program management to the project facilitator and to the regular staff. In addition, program management is shown in relationship to support staff, and support staff in relationship to regular staff. Each system is developed to follow-through to the student being mainstreamed.

DIAGRAM 4
STAFFING PATTERN
MODEL A

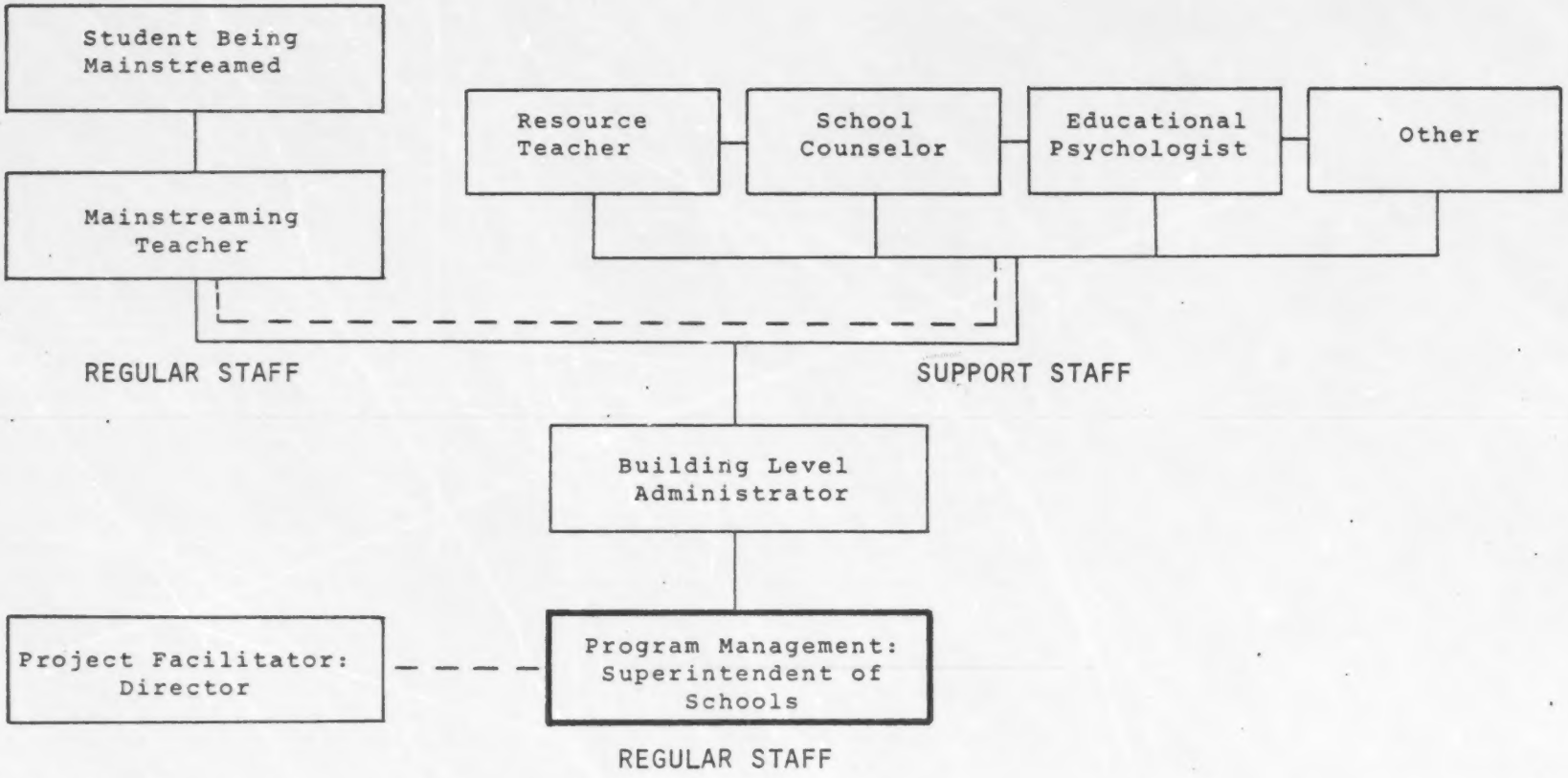


DIAGRAM 5
STAFFING PATTERN
MODEL B

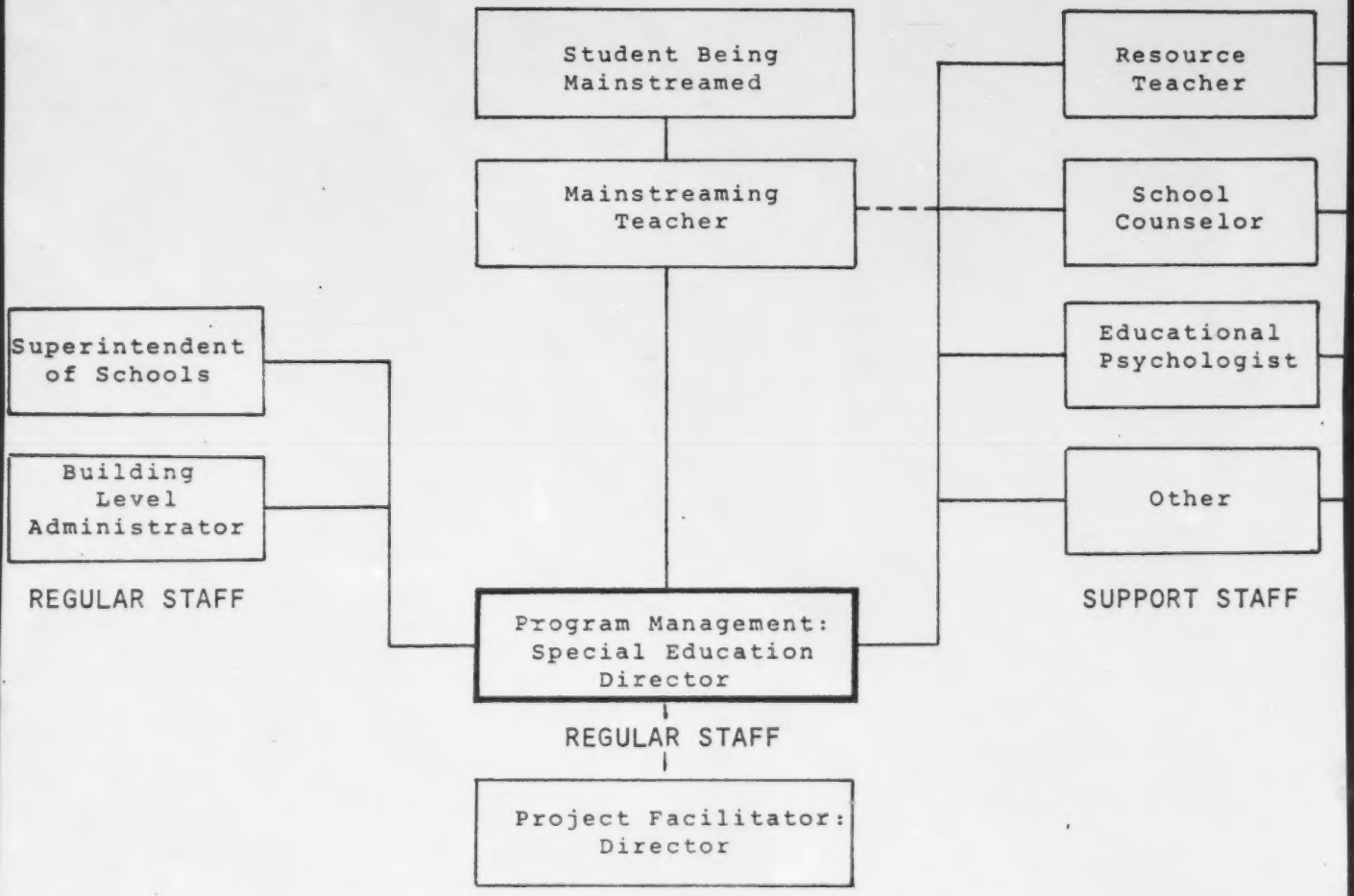
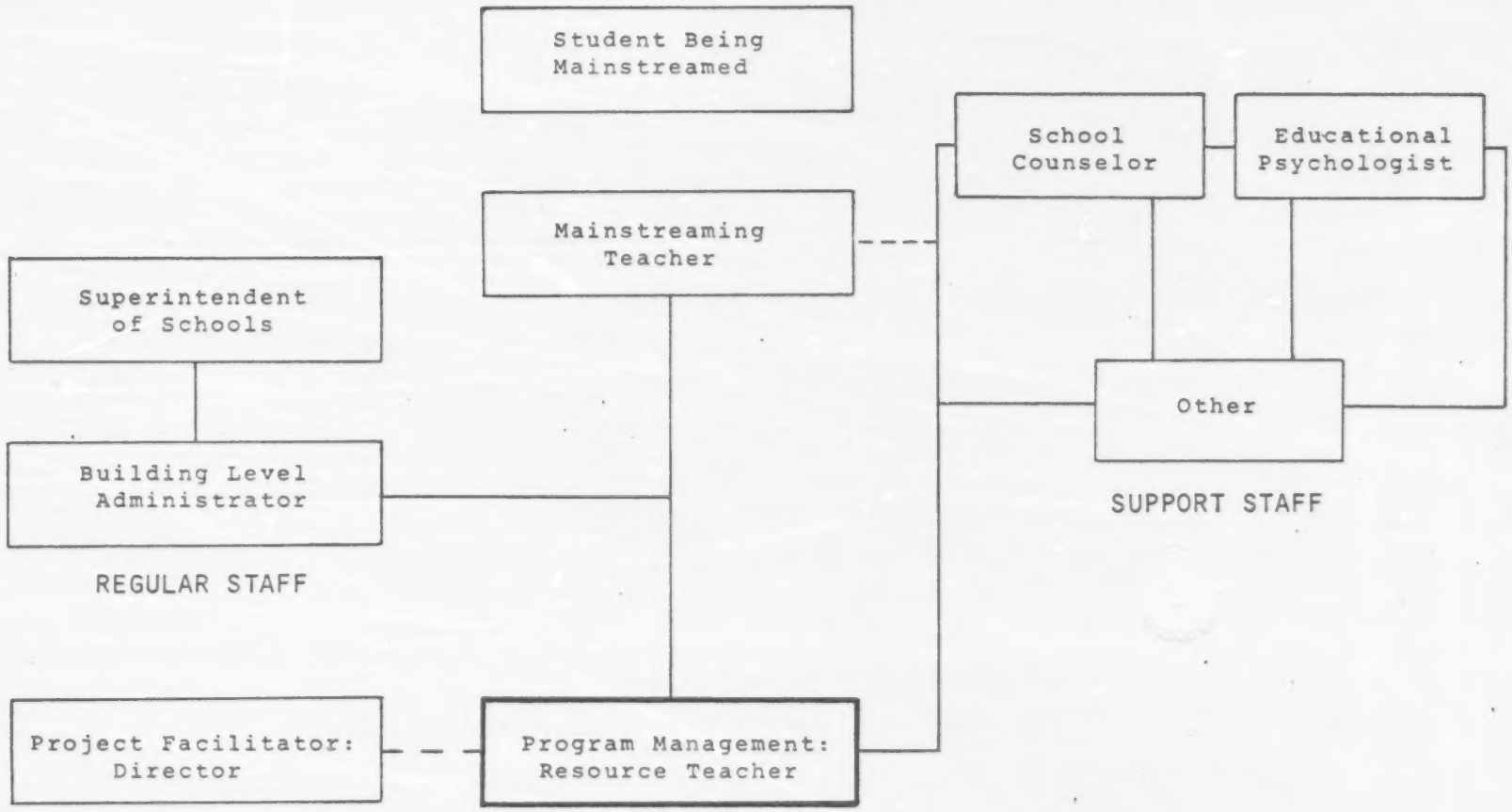


DIAGRAM 6
STAFFING PATTERN
MODEL C



C-6

IN-SERVICE NEEDS

Table 2 relates the available in-service resources (based upon the Student Outcome Component) to staff categories. The staff categories listed are those presented in C-2 of this appendix. The in-service resources are those presented in Table 1, Program Selection-Management Considerations. In column three, Table 2, recommendations are made for appropriateness of in-service for specific categories of staff. Column four of this table reviews the location for dissemination of project resources.

TABLE 2
IN-SERVICE NEEDS

STAFF CATEGORY	IN-SERVICE RESOURCE: BASED UPON STUDENT OUTCOME COMPONENT	RECOMMENDED STAFF CATEGORY TO IN-SERVICE	AVAILABILITY
A. Mainstreaming Teacher	1. Referral Model	A. B. C. D. E. F. G. H. I.	II. III. VI.
B. Superintendent of Schools	2. Diagnostic Model	A. B. C. D. E. F. G. H. I.	II. III.
C. Building Level Administrator	3. Programming Model Profile → Educational Plan → Script	A. C. D. E. F. G. J.	II. III. VI.
D. Resource Teacher E. School Counselor	4. On-going Observation-Assessment Techniques	A. D. E. F. G. J.	II. III. V.
F. Educational Psychologist	5. Parent Involvement Procedures	A. B. C. D. E. F. G. H. J.	II. III. VI.
G. Special Education Director	6. Teaching Strategies	A. D. E. F. G. J.	II. III. VI.
H. Speech Pathologist	7. Teaching Techniques	A. C. D. E. F. G. J.	II. III. VI.
I. School Health Service	8. Instruction Materials	A. D. E. F. G. J.	II. III. IV.
J. Teaching Aide	9. Monitoring Model	A. B. C. D. E. F. G. H. I.	II. III.
K. Community Resource	10. Exit Model	A. B. C. D. E. F. G. H. I.	II. III.
L. Others--as needed	11. Follow-through Procedures	A. C. D. E. F. G. J.	II. III.

AVAILABILITY KEY:

I. Administrator Manual
II. Resource Teacher Manual
III. Mainstreaming Teacher Manual
IV. Materials Center
V. Observation-Assessment Bank
VI. Supplementary Materials

C-7

DESIGN: AN EXAMPLE

Table 3 incorporates appropriate elements from previous diagrams and tables into an exemplary in-service design. Part 1 of this table indicates recommended selected staff categories designated as target groups to be in-serviced with goals established for each. Following each goal statement are letters coding appropriate schedule by components. These are taken from Part II of this table which indicates schedule by components, Parts A. and B. Part B. is further broken down to indicate recommended number of sessions and in-service areas to be covered in each. Part III of this table provided recommended amount of time for in-service, available resources, and estimated district cost. Part IV of this table suggests monitoring and evaluating procedures.

TABLE 3
INSERVICE DESIGN
AN EXAMPLE

PART I		PART II	PART III			PART IV	
STAFF CATEGORY TARGET GROUP	GOAL	SCHEDULE BY COMPONENTS	TIME	RESOURCE	COST	MONITORING PRCCEDURES	EVALUATION PROCEDURES
Mainstreaming Teacher	To inservice with appropriate elements of Student Outcome Component (B.)	A. Elements of Staff Development Component and Selection-Management Component	2 hrs.	Project Staff	Mileage	Through Program Management	At time of Inservice End-of-year
Superintendent of School	To inservice with Staff Developmen' Component and Selection-Management Component (A.)	B. Student Outcome Component 1. Referral Model Parent Involvement Procedure Diagnostic Model	2 hrs.	Project Staff	Mileage/ Meals-when appropriate	Monthly-Program Management	End-of-year
Building Level Administrator	To inservice with appropriate elements of Student Outcome Component (B.)	2. Programming Student Profiles	2 hrs.				
Resource Teacher	To inservice with appropriate elements of Student Outcome Component (B.)	3. Programming Educational Plan Teaching Strategies, Teaching Techniques, Instructional Materials Scripts	4 hrs.				
School Counselor	To inservice with appropriate elements of Student Outcome Component (B.)	4. Review 1, above Continue 2 and 3.	2 hrs.				
School Psychologist	To inservice with appropriate elements of Student Outcome Component (B.)	5. Review 1, above Continue 2 and 3	2 hrs.				
Special Education Director	To inservice with appropriate elements of Student Outcome, Staff Development, and Selection-Management Components	6. Observation-Assessment Techniques Monitoring Model Exit Model Follow-through Procedures	2 hrs.				

D

PROJECT RESOURCES
PROGRAM SELECTION-MANAGEMENT
COMPONENT

D-1 NEEDS IDENTIFICATION

D-2 DESIGN AND IMPLEMENTATION

D-3 MONITORING AND EVALUATION

D

PROJECT RESOURCES
PROGRAM SELECTION-MANAGEMENT COMPONENT

The Program Selection-Management Component provides each administrator with an exemplary program model to serve as a guide in the development of the local program model. Contained within this component are examples of each of the following:

1. Needs Identification
2. Design and Implementation
3. Monitoring and Evaluation.

Each of these examples is developed within this appendix.

D-1

EXEMPLARY MODEL
NEEDS IDENTIFICATION
DESIGN AND IMPLEMENTATION

Table 4 of this appendix provides a model program needs identification, design, and implementation example relating project resources to local needs. This table is divided into six parts, each indicating a decision-making point for school administrators. Considerations include:

Part I--Student Population
- A. Student enrollment
- B. Estimated project eligible students (Based upon national prevalence rate of 2.00% "Costing Program for Exceptional Children: Dimensions and Indices", Frohreich, Lloyd E., Ph.D., Exceptional Children, April, 1973)

Part II--Staffing Pattern
- C. Presently available staff
- D. Additional staff needed

Part III--Program Management
- E. Designate

Part IV--Staff Development
- F. Recommended categories for in-service

Part V--Facilities
Equipment and Materials
- G. Availability and adequacy
- H. Availability and adequacy

Part VI--Estimated cost
- I. Start-up
  Maintenance
  Per pupil.

The exemplary model is based upon a hypothetical enrollment of 450 students. Utilizing the national prevalence rating of 2.00%, this indicates approximately 9 to 10 students as being project eligible.

Staff category estimates, based upon surveys of existing local districts, indicate the following pattern as a typical one:

25 Mainstreaming Teachers
1 Superintendent of School
1 Building Level Administrator
1 School Counselor.

A further estimate of the presence of a half-time itinerant resource teacher is made. Within the example, this teacher is being designated as non-categorical. Services in education psychology, speech pathology, and health are shown as being contracted. Community resources and other are left open in the model. The Need column indicates up to one-third additional resource teacher. This is based upon the assumption that no service has been given to date to students meeting project criteria. (The project has recommended that resource room-resource teachers maintain a minimum of 20 student hours per day, 100 student hours per week. Maximum student load recommended is 35 student hours per day, 175 student hours per week. The project has recommended that the itinerant resource teacher maintain a minimum load of 15 student prescriptions and a maximum student load of 30 student prescriptions per week.) If service is presently being provided for appropriate students and the project resources are being considered as a means of improving the services, this need would decrease considerably. Some additional contracted psychological services are also considered to be needed.

Part III of the model indicates that the building level administrator is identified as program management designate. Part IV further recommends that mainstreaming teachers, the superintendent of school, building level administrator, the part-time itinerant resource teacher, and the school counselor are to be involved in appropriate in-service for each.

Part V indicates that basic facilities and equipment are presently available; however, additional equipment may be needed contingent upon future program development. Part V further indicates that considerable high interest, motivation materials are available. This amount will be rather dependent upon present curriculum emphasis. Start-up, maintenance, and per pupil costs are suggested.

D-2 and D-3 of this appendix provide monitoring and evaluation examples.

TABLE 4

EXEMPLARY MODEL

NEEDS IDENTIFICATION, DESIGN AND IMPLEMENTATION

PART I

STUDENT POPULATION	
ENROLLMENT	ESTIMATED PROJECT ELIGIBLE
450	9 to 10

↗ A ↗ B

DECISION-MAKING POINT

DECISION-MAKING POINT

A. Student enrollment to be included in local program model
B. Estimate of project eligible students based upon national prevalence figures

TABLE 4

EXEMPLARY MODEL

NEEDS IDENTIFICATION, DESIGN AND IMPLEMENTATION

PART II					PART III	PART IV
STAFFING PATTERN						
STAFF CATEGORY	HAVE		NEED		PROGRAM MANAGEMENT DESIGNATE	STAFF DEVELOPMENT
	FULL	PART (Equivalency)	FULL	PART (Equivalency)		
REGULAR						
Mainstreaming Teachers	25	0				X
Superintendent of School		0				X
Building Level Administrator	1	0			X	X
SUPPORT						
Itinerant Resource Teacher (Noncategorical)	0	1/2	0	Up to 1/3		X
Resource Room-Resource Teacher (Noncategorical)	0	0	0	0		X
Itinerant Resource Teacher (Behaviorally Disordered)	0	0	0	0		X
Resource Room-Resource Teacher (Behaviorally Disordered)	0	0	0	0		X
School Counselor	1	0	0	0		X
Educational Psychologist	0	Contracted	0	Additional Needed		X
Special Education Director	0	0	0	0		X
Speech Pathologist	0	Contracted				X(1)
School Health Services	0	Contracted				X(1)
Teaching Aides	0	0	0	0		X(1)
Community Resources						X(1)
Others-as needed						X(1)

↗ C ↗ D ↗ E ↗ F

DECISION-MAKING POINTS

C. Presently available staff
D. Additional staff needed to implement program
E. Program management
F. Staff members to be inserviced

(1) As need and interest arises

TABLE 4
EXEMPLARY MODEL
NEEDS ASSESSMENT

PART V

PART VI

FACILITIES		EQUIPMENT		MATERIALS		ESTIMATED COST		
HAVE	NEED	HAVE	NEED	HAVE	NEED	START-UP	MAINTENANCE	PER PUPIL
X		X		X	X $400.00	$400.00	$200.00 per annum	$1.30

↗ G ↗ H ↗ I

DECISION-MAKING POINTS

G. Availability and adequacy of facilities (See recommendations in Resource Teacher Descriptive Definition, Appendix A)
H. Presently available equipment and materials
I. Estimated program cost

TABLE 4
EXEMPLARY MODEL
NEEDS ASSESSMENT

PART V

PART VI

FACILITIES		EQUIPMENT		MATERIALS		ESTIMATED COST		
HAVE	NEED	HAVE	NEED	HAVE	NEED	START-UP	MAINTENANCE	PER PUPIL
X		X	X	X	X			
Adequate facilities as described in Key Elements of Mainstreaming (Appendix A) are available.	None apparent at this time	Basic equipment is available	None apparent at this time If model developes into one, strongly emphasizing productive technique designed to improve student outcome, cameras and other equipment may be required. Note: These are frequently available through community resources.	Many high interest motivation material are available. Inventory and cataloguing, by needs and interests needs to be done.	Additional high interest motivation materials are needed.			

DECISION-MAKING POINTS

G. Availability and adequacy of facilities (See recommendations in Resource Teacher Descriptive Definition, Appendix A)
H. Presently available equipment and materials
I. Estimated program cost

TABLE 4
EXEMPLARY MODEL
NEEDS IDENTIFICATION, DESIGN AND IMPLEMENTATION

STUDENT POPULATION		STAFFING PATTERN														
ENROLLMENT	ESTIMATED PROJECT ELIGIBLE	STAFF CATEGORY	HAVE		NEED		PROGRAM MANAGEMENT DESIGNATE	STAFF DEVELOPMENT	FACILITIES		EQUIPMENT		MATERIALS		ESTIMATED COST		
			FULL	PART (Equivalency)	FULL	PART (Equivalency)			HAVE	NEED	HAVE	NEED	HAVE	NEED	START-UP	MAINTENANCE	PER PUPIL
450	9 to 10	REGULAR							X		X		X		SEE TWO FOLLOWING BUDGETS One reflects students presently being served The second reflects students presently not being identified and served		
		Mainstreaming Teacher	25	0	0	0		X									
		Superintendent of School	1	0	0	0		X									
		Building Level Administrator	1	0	0	0	X	X									
		SUPPORT															
		Itinerant Resource Teacher (Noncategorical)	0	1/2	0	Up to 1/3		X									
		Resource Room-Resource Teacher (Noncategorical)	0	0	0	0		X									
		Itinerant Resource Teacher (Behaviorally Maladjusted)	0	0	0	0		X									
		Resource Room-Resource Teacher (Behaviorally Maladjusted)	0	0	0	0		X									
		School Counselor	1	0	0	0		X									
		Educational Psychologist	0	Contracted	0	Additional Needed		X									
		Special Education Director	0	0	0	0		X									
		Speech Pathologist	0	Contracted	0	0		X(1)									
		School Health Services		Contracted	0	0		X(1)									
		Teaching Aide	0	0	0	0		X(1)									
		Community Resources						X(1)									
		Others-as Needed						X(1)									

(1) As need and interest arises

ESTIMATED COST
RECOGNIZE, RESPOND, REINFORCE--ADOPTION

Expenditure Account No.--Overall							
Expense Class	Name and Title Purpose or Item	Project Time		Salary, Rent or Unit		Per Pupil[1]	
		Full	Part	Start-up	Maintenance per annum	Start-up	Maintenance per annum
Salaries-Professional	Administrator-Local Management	NA					
	Resource Teacher	NA					
Salaries-Non-Professional	Secretarial	NA					
Contracted Services	Psychologist		X	300.00	150.00	30.00	15.00
Fixed Charges		NA					
Facilities Remodeling New				50.00	50.00	5.00	5.00
Travel	Local Management Psychologist			200.00	50.00	20.00	5.00
Equipment				100.00	50.00	10.00	5.00
In-service		Provided through project dissemination					
Materials Curriculum				200.00	100.00	20.00	10.00
Supplies				100.00	100.00	10.00	10.00
Total Amount				950.00	500.00	95.00	50.00

The above budget reflects costs based upon services presently being provided for students meeting project criteria. The budget further reflects student placement following psychological diagnosis and recommendations.

[1]Based upon estimated 10 students as per model.

ESTIMATED COST
RECOGNIZE, RESPOND, REINFORCE--ADOPTION

Expenditure Account No.--Overall							
Expense Class	Name and Title Purpose or Item	Project Time		Salary, Rent or Unit		Per Pupil[1]	
		Full	Part	Start-up	Maintenance per annum	Start-up	Maintenance per annum
Salaries-Professional	Administrator-Local Management Resource Teacher	NA	X	3,000.00	3,000.00	300.00	300.00
Salaries-Non-Professional	Secretarial		X	400.00	400.00	40.00	40.00
Contracted Services	Psychologist			400.00	200.00	40.00	20.00
Fixed Charges				380.00	360.00	38.00	36.00
Facilities Remodeling New				50.00	50.00	5.00	5.00
Travel	Local Management Psychologist			200.00	50.00	20.00	5.00
Equipment				100.00	50.00	10.00	5.00
In-service		Provided through project dissemination					
Materials Curriculum Supplies							
Total Amount				4,530.00	4,110.00	453.00	411.00

The above budget reflects no services presently being provided students meeting project criteria. The budget further reflects student placement following psychological diagnosis.

[1] Based upon estimated 10 students as per model

D-2

MONITORING DESIGN

An exemplary monitoring design is shown in Table 5. This example provides an illustrative check-off system for periodic monitoring by objectives. It is recommended that the objectives, both product and process, be reviewed on a monthly basis by local district program management designate and the project facilitator, director, and project evaluator.

TABLE 5
AN EXEMPLARY MONITORING DESIGN
LOCAL SCHOOL DISTRICT:_____
STUDENT PLACEMENT COMPONENT

PROJECT OBJECTIVES	*JUL*	*AUG*	*SEP*	*OCT*	*NOV*	*DEC*	*JAN*	*FEB*	*MAR*	*APR*	*MAY*	*JUN*
Prod Obj 1: To imple screen proc for teach to iden and refer behav disord stud as evid by 85% agree bet stud refer and those ident as being elig thru diag mode 1.												
Process Objs 1-1. To prov tea ident proc for prosp stud as evid by complet ident proc in files.												
1-2. To consult with princ and/or desig the teach ident prosp stud as evid by sched and recom in files.												
1-3. To adm the Proj Screen Inst (PSI) to recom prosp stud as evid by comp inst in files.												
1-4. To rev prosp stud with commit comp of refer teach, resource teach, and adm or counc or both. Evid of attain documen in files of commit review and recommend.												
1-5. To comp refer form for psy diag for approp stud based on commit recom as evid by comp refer form in records.												
1-6. To proc all refer for psy eval to psy as evid by sced syst maint in files.												
1-7. To cont psy follow-thru on refer as evid by test sced main in files.												

D-3

EVALUATION

Two phases of evaluation are recommended for consideration. These are:

1. Program Evaluation
2. Student Outcome Evaluation.

Program Evaluation is defined as the over-all end-of-year evaluation of the local district design. This evaluation is based upon the monitoring of appropriate product and process objectives as selected for adoption or adaption by local districts. This evaluation represents the culmination and analysis of the monthly monitoring procedures that have been scheduled by local program management and the project facilitator, director, and the project evaluator.

Student Outcome Evaluation is defined as the assessment of student achievement, or lack of progress, based upon the quarterly monitoring system. Within this system each eligible student is assessed periodically utilizing the following instruments:

1. Project Screening Instrument (PSI), Monitoring Form
2. Attitude Toward School Scale
3. Self-Concept As a Learner Scale
4. Wide Range Achievement Test.

A composite of these results is entered on each student profile. Reflecting these results, needs are updated and educational plans are refined to reflect the monitoring. End-of-year Student Outcome Evaluation provides an individual analysis for each student receiving programming.